

Preserve the Baltimore Uprising: Lesson Two
The Oral History Process

OBJECTIVE:

Objective: Students will be able to analyze the steps and methods in the oral history process in order to create their own interview questions for their first short interview.

PROCEDURE

Drill: Time: 5 mins: Have the following posted on the board or written in a PowerPoint slide: Respond to the 3 following questions to the best of your ability.

What is oral history? What is the difference between a primary and secondary source? What was the catalyst for the 2015 Baltimore Uprising? (What caused it?)

Allow students know to use their notes. This drill is based on material from the previous lesson. Students should remember that: oral history is the collection and study of historical information using sound recordings and/or transcripts of interviews with people having direct experience and/or personal knowledge of past events. Primary sources are first-hand accounts of while secondary sources are analytical or interpretive accounts, typically written after an event has been recorded and discussed. The death of Freddie Gray was the catalyst for the Baltimore Uprising of 2015.

Next, introduce today's topic of Oral History. Advise the class that today, they will be able to distinguish between primary and secondary sources. By comparing oral histories with various types of sources, they will be able to identify oral histories and comprehend their impact on the historical record when compared to secondary sources.

Activity 1 Time: 7 mins.

Brief but Spectacular:

Directions: As we watch this short clip please answer the following questions to the best of your ability.

1. How does Anna Deavere Smith use interviews?
2. What does Smith want to show her audience through her use of interviews?
3. How do you feel about the way she uses interviews?

The point of showing this video is to get students thinking about how interviews can be used (Lesson #4) and what is needed when conducting an interview. Explain to students that not just journalist or historians conduct interviews, but many occupations and experts find them extremely helpful and enlightening. The video is 3:33 minutes long. As the students view the clip have them answer the questions above. When the video is over, answer those questions with the students in the lesson's first "Class Talking Points". Give the students this bonus question of "What else can we do with interviews?"

Materials: Lesson #2 PowerPoint & Worksheet # 1- Page.1

Activity 2 Time: 3 mins max

The Oral History Process:

Using the PowerPoint, students will copy down the 3 steps in the oral history process. All following activities in this lesson and lesson #3 will revolve these 3 steps.

1. Do Your Homework (Research Your Topic)
2. Create Your Questions
3. Know Your Tech (Gear You're using). This will be discussed further in Lesson #3
- 4.

Materials: Lesson #2 PowerPoint & Worksheet # 1- Page.2

Activity 3 Time: 10 mins

Do your Homework:

Before you can conduct an interview with a subject you need to know about the topic you are discussing. You need to DO YOUR HOMEWORK. You cannot ask good questions if you know nothing about the person and/or event.

Look back at your notes from last class and answer the following questions.

1. What did you learn about the Baltimore Uprising from the Articles you Read?
2. Did anything surprise you?
3. What else do you want to know?
4. Do you feel you understand the event of the 2015 Baltimore Uprising and could conduct a solid interview, or do you think you need to do more research? (circle one)

Students will complete the following questions based on the information they acquired from the previous lesson about the 2015 Baltimore Uprising. The goal here is for students to realize that a great deal of research is needed before you can begin constructing interview questions.

Impress upon the students: "You should never go into an interview with no background knowledge of the topic or event. You need that rich background knowledge to be able to ask compelling and important questions." After students have answered their question review question number #4 – "Do you feel you understand the event of the 2015 Baltimore Uprising?" This question acts as a transition into the next activity where students will conduct further research using summaries of written material. You should use the second "Class talking points" as your transition: "Do you feel you now have a better understanding of the context of the 2015 Baltimore Uprising? Do you feel comfortable enough to create interview questions now?"

Materials: Lesson #2 PowerPoint, *Worksheet # 1- Page.2*, & notes from last class.

Activity 4 Time: 30 mins

Extended Research:

Read Building Blocks of an Uprising. For each reading section, fill in the chart below with information that will help you acquire background on Baltimore and the Uprising.

*Students will use the reading **Building Blocks of an Uprising (Reading Sheet #1)** to help them fill in their Research graphic organizer found on **pages 3-5 of Worksheet # 1**. This activity is designed to give students a chance to do some secondary source investigation into the history and events that led to the 2015 Baltimore Uprising. Encourage students to annotate their reading with highlighters and pens, using symbols and asking questions in the margins. This activity will complete the first step of the Oral History process.*

Materials: Lesson #2 PowerPoint, *Worksheet # 1- Page.3-5*, & *Reading Sheet #1*

Activity 5 Time: 10 mins

The Interview Questions:

Students will fill in their note sheets about creating interview questions. Use the PowerPoint to facilitate this process.

Materials: Lesson #2 PowerPoint & *Worksheet # 1- Page.5-6*

Activity 6 Time: 15 mins

Evaluate the Interview Process:

Directions: Go back through the Vanessa Barksdale Interview conducted by Michael Stone. Evaluate his questions. Highlight each level of questioning in a different color. Do this for every question he asks.

Students will re-read the Barksdale interview from last class, but instead of looking for a first-hand account about the Uprising they will evaluate Stone's questions based on the criteria we just established in their notes. Students will use

three different color highlighters- one for each level of questioning. When they are finished they will evaluate Stone's process by answering the following questions:

In your opinion, do you feel Michael Stone does a great job at creating interview questions? Explain.
What do you think his goal was when conducting this interview? What did he want to know?

Materials: Lesson #2 PowerPoint, *Worksheet # 1- Page.5-6*, & *Reading Sheet #2* (They could also just reuse the one from last class.)

Summary/closure: Time: 10

Exit Ticket

Students will try creating their own questions for all three levels about the Uprising:

Create three questions for a future interview about the 2015 Baltimore: General Question, Specific Question, & Focus Question. When you are finished tape it up to the front board.

Materials: Lesson #2 PowerPoint, *Worksheet # 2*, & Tape.

HOMEWORK ASSIGNMENT

For homework have the students create: 3 General Question, 3 Specific Question, & 3 Focus Question (9 questions total) about a subject (any subject) and use them to interview a family member or friend (some one at least 10 years older). Have them video record the interview with their phones. *(If this is not an option have them just transcribe the answers below the questions. Best results will come from digital recordings)* This is great practice for their future interviews about the 2015 Baltimore Uprisings.

ACCOMMODATIONS/MODIFICATIONS

RESOURCES

1D: Resources

RESOURCES

WORKSHEET #1 Oral History Process (pages 1-6)

WORKSHEET #2 3 Level Interview Questions (Exit Ticket)

READING SHEET #1 *Building Blocks of an Uprising*

READING SHEET #2 Vanessa Barksdale Interview (Or reuses READING SHEET #1 from previous lesson)

LESSON #2: Oral History Process POWERPOINT

MATERIALS

Computer

Projector

Pens & Pencils

Tape